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ABSTRACT

The conference reported in this document focused on the problem of bringing ethnically underrepresented students, faculty, and staff into full partnership with the higher education community. The conference addressed the problem of the erosion of confidence, especially among the poor, in what higher education may bring to them. The proceedings contains the following presentations: "Entering the 21st Century: Where Are We Now and Where Are We Going? (Robert L. Albright); "Changing Demographics and the Implications for the 21st Century" (Reginald Wilson); "A Comprehensive Approach to Minority Student Services" (James A. Gold); "Administrative Implications of the Changing Demographics" (Francine Madrey); "Geopolitical Implications in Higher Education" (Milton Santiago); "Campus Climate and Violence" (William Wiggins); "Reaction to Campus Climate and Violence" Jon C. Dalton); Classroom Integration of Faculty and Minority Students" (Piedad Robertson); "Reaction to Classroom Integration of Faculty and Minority Students Arnold Mitchem). An appendix listing conference registrants is included. (GLR)

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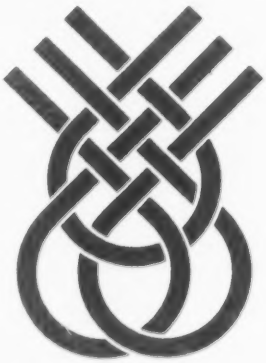
Conference Proceedings

# ENTERING THE 21ST CENTURY

## *WHERE ARE WE NOW AND WHERE ARE WE GOING?*



**January 1989**
**Washington, D.C.**

*sponsored by*

**NASPA's Ethnic Minority Network**

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Dear Colleague:

I am pleased to provide you with the proceedings of the conference, "***Entering the 21st Century: Where Are We Now and Where Are We Going?***" sponsored by NASPA's Ethnic Minority Network. I encourage you to review these proceedings with your staff and feel free to contact the conference participants for more information.

It is hoped that the ideas generated at the conference will find a high place on your agenda. We have much work to do before our institutions of higher education will be truly fair, truly representative of the society at large, and truly prepared to enter the 21st century.

Melvin C. Terrell
*Chair*
*Ethnic Minority Network*
*1988-90*

# Editor's Comments

James A. Gold
Vice President for Student Affairs
State University College at Buffalo

It was a special honor for me to have the opportunity to spend three days with men and women from across the country dedicated to confronting our nation's failure to bring ethnically underrepresented students, faculty, and staff into full partnership with the higher education community. At this conference, we spoke with heartful concern, with disarming candor, and, on some occasions, with vicious determination to rectify a cancer which would seem to be curable. Yet we are losing ground. We are losing the battle to recruit and retain a growing segment of our poor, our disenfranchised.

In a conference such as this one, we often found ourselves in silence, a kind of bewilderment that the momentum of the 1960s has been lost; that we, in fact, seem to be a less "kinder and gentler" nation. The presentations featured here are designed to challenge you, the reader, to accept our agenda of three days and make it your agenda in the years ahead.

We must all review our will to find solutions to an erosion of confidence, especially among the poor, in what higher education may bring to them. We sold higher education as a cure-all. We have disappointed those who needed to find a welcome haven of support, friendship, and commitment upon entering our ivy halls. We must have many more conferences, more meetings, more publications designed to give hope, direction, and sustenance to our efforts to educate all of our citizens and to do this in a framework which is fair, joyful, and respectful of differences.

My thanks to the attendees, speakers, recorders, and especially to my staff who assisted in preparing these proceedings. The errors are all mine.

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# Welcome

Thomas Goodale
NASPA President, 1988-89
Vice President for Student Affairs
Virginia Polytechnic Institute and State University

Welcome to our conference, ***"Entering the 21st Century."*** As participants in this invitational conference, you have been chosen because you have the will and the purpose to assess the pressing problems on our campuses. You have an awareness of the issues and the skills needed to address them. You have the ability to prepare staff to solve these problems and to assist leaders throughout your regions. In the words of President Bush, we hope that from our work during the next several days, we may indeed have a "kinder and gentler nation."

# Remarks and Introduction

Melvin C. Terrell
Chair, Ethnic Minority Network, 1988-90
Vice President for Student Affairs
Northeastern Illinois University

When I was asked to chair the task force nearly a year ago, Dr. Goodale charged our committee to develop this conference on minority issues after eight years absence. It is my hope that this conference will, in a large measure, serve as a catalyst for local, state, and regional NASPA organizations to improve their networking efforts for the free exchange of ideas of policies and programs, and the candid discussion of issues vital to the minority professional and minority students.

It is a truism in this business that the university campus is a microcosm of society, not merely reflecting but magnifying in most cases all that is good and bad, right or wrong in society. It is a quaint 19th-century romantic picture of student life on an ivy-covered campus where only the best and the brightest spend their days in perpetual dialogue according to the Socratic method.

I don't have to tell you that we are light years away from that scene — the 21st century is hard upon us and with it the grim realities of our society. We all know the buzz words: affirmative action, equal opportunity, qualifications, credentials, quotas, special programs, academic excellence, bilingual education, tokenism, sexism, racism. How many of us can say that one or more of these elements will not negatively impact on the quality of student life?

Increasing racial strife on our college campuses, declining minority student enrollment, decreasing financial resources, low minority student retention and graduation rates, and decreasing job opportunities for minorities who seek administrative or faculty positions — all of this and more has created in my mind the picture of campus life for minority professionals as an alien environment, indifferent to their aspirations, insensitive to their customs, foreign even to their method of communication.

Lest you think I have painted with a broad brush, you have only to read the latest newspaper or government report on the current difficulties on our college campuses. The student affairs professional is on the front line in human relations conflicts on campus. We are the shock troops. Our aims are (1) to create an atmosphere on campus which is conducive to multicultural diversity and racial tolerance, and (2) to foster new strategies for improving minority student enrollment, retention, and graduation levels. These two goals alone require us as professionals to coordinate and develop a consensus of action as a critical step toward reversing the current trends.

These trends directly reflect the lack of moral and fiscal leadership on the part of our federal, local, and state governments. My home state of Illinois has denied higher education institutions financial resources which could have improved the delivery of academic services as well as improved the quality of student life.

Our keynote speaker today knows well the issues, the problems, the challenges that confront minorities — students, faculty, and administrators. As a nationally recognized lecturer and consultant in the areas of admissions, financial aid, legal issues, and higher education administration, he is currently president of Johnson C. Smith University in Charlotte, North Carolina. A native of Philadelphia, he earned his undergraduate degree from Lincoln University, his masters from Tufts, and his Ph.D. from Kent State

University. He has served in two positions with student affairs programs — as vice chancellor at the University of North Carolina at Charlotte and as vice president and director of admissions and special services at Lincoln. He has worked for the U.S. Department of Education as a special assistant during the Carter and Reagan administrations.

He has served as a consultant/lecturer with some 50 institutions of higher education, including giving part of his summers to the Harvard Institute where he has lectured on college admissions for 19 years. He belongs to many community and civic groups in Charlotte and still has time for his wife and two children.

His plate is indeed full, and he has come here today to share with us his vision of where we are now and where we are going. It is with great honor that I present Dr. Robert L. Albright, president of Johnson C. Smith University.

# Speakers' Presentations

## Entering the 21st Century: Where Are We Now and Where Are We Going?

Robert Albrignt
President
Johnson C. Smith University

We have already heard that in the year 2000 one-third of the work force will be composed of minorities. What forces are we battling today? People have lost confidence in higher education. Higher education is experiencing massive budget cuts. Financial aid has been reduced. Conservatism is sweeping our country. Campuses are viewed today as less collegial, as needing to be run in a business-like fashion; and institutional cannibalism is alive and well. The new buzz words are planning, evaluation, and assessment. Most institutions are not becoming more culturally diverse. Federal support for higher education continues its decline. The challenge will be to restructure our institutions of higher education in recognition of changing demands upon us. Institutional resources will need to be more finitely targeted in order to achieve excellence. Competition is heating up and we are all attempting to hire super professors and to chase the finest students. Students are more interested in professional programs. They are focusing on academics, on internships, and cooperative education experiences which will prepare them for the world of work.

Offices of student affairs have become victims of their own success. They are expected to do more with less. Even in the absence of resources, student affairs staff have managed to meet the challenges and to even increase resources without tapping institutional funds. Although from 1976-88 there were more black and Hispanic students graduating from high school, there were less going to college. There are almost as many black men in prison today as there are in higher education.

We have made the following errors:

- Educators lack a genuine institutional commitment to affirmative action. Commitments from the top have never filtered down.
- We have failed to discern the needs of minority students. We apply automatic descriptions when minority students are actually quite diverse.
- We have accepted Jensenism practices.
- We have not developed comprehensive programs for minority students.

Minority students have experienced the following:

- Black males have been hassled by security staff on campuses. They are often challenged at night.
- Cleaners do not want to clean minority students' rooms.
- Cafeteria people treat minority students differently.
- We have not developed the appropriate kind and amount of services to support minority students.
- We have not attempted to develop communities for minority students.

Minority students face many academic battles. They are constantly examined, evaluated, challenged, and

criticized. Whites are often made uncomfortable by observing minority students sitting together. These students sit together not because they are alike or because they like each other, but because they can be free to be themselves.

**CAMPUS CLIMATE TODAY**

We are deeply troubled by incidents of racial unrest. Factors promoting racial unrest are:

- As minority student populations increase, so do campus tension and inhumane treatment.
- Minorities are often treated differently, particularly in the application of rules and in provision of funding.
- The existence of apartheid in South Africa creates tension, especially on conservative campuses.
- The black male/white female syndrome has resulted in white males being traumatized. There also needs to be concern for black females.
- Minorities are dominating certain sports, leading to initiatives such as Propositions 42 and 48.
- During a national outbreak of racism, there has been the implicit cooperation of a very conservative national administration. The message is being sent that it is all right to be racist.

If minority students are not going to college, where are they? Unfortunately, minority students are not pursuing other options. They are questioning going to college. They hear and read about the experience, the difficulty of getting financial aid, and the number of hassles.

**RECOMMENDATIONS AND SUGGESTIONS**

1. Stop worrying about goals and quotas. Instead, get a cross-section of minority students who represent the widest range of backgrounds. In this way, students will learn from one another.

2. Do away with standardized tests. The SAT is a racially biased instrument and will not determine appropriate motivation.

3. Expand the number of minority faculty and staff.

4. Celebrate the diversity of different populations on campus. Develop a culturally relevant curriculum.

5. Deal with incidents of racism firmly and send students home when they break the law.

6. Develop a concept of family on your campus. The psychologist J. Otis Smith at Cheney University describes four important factors ensuring the success of minority students:

- Minority students should be socially comfortable.
- A person such as the dean of students should set limits.
- There have to be students who are "peer superiors," the kinds of students whom others look up to. These students will also challenge faculty and staff.
- There must be opportunities for "peer inferiors" to become peer superiors. It is important to engage all students to help some other students.

# Changing Demographics and the Implications for the 21st Century

Reginald Wilson
Senior Scholar
American Council on Education (ACE)

Each year for the past seven years ACE has been issuing its annual *Status Report on Minorities in Higher Education* which documents the trends in higher education enrollments and declining participating rates of blacks and Hispanics, and relates these data both to the history of minorities in American higher education and makes some predictions for the future if present trends continue.

The post-Civil War history of race relations in this country can be very grossly oversimplified to constitute three periods: from Reconstruction to 1954, a second extending for two decades from the mid 1950s to the mid '70s, and a third from the mid 1970s to the present. Before 1954, America was a racially divided society, separated by law and sanctioned by the courts. Beginning with the 1954 *Brown vs. Board of Education* decision, two decades of steady incremental progress in civil rights ensued. One need only recite some of the landmarks: the 1964 Civil Rights Act, the Higher Education Amendments of 1965, the 1965 Voting Rights Act, the Age Discrimination Act, Section 504 protecting rights of the handicapped, and Title IX extending institutional protection to women. Even opponents of civil rights recognized the clarity of the messages from Congress and the courts, and resigned themselves to obeying the law.

| | 1976 | 1986 |
|---|---|---|
| *Black median income as a % of white income* | 61.5 | 57.5 |
| *Hispanic median income as a % of white income* | 66.9 | 65.2 |
| *Black income for 20-24 year olds* | $9,818 | $5,299 |
| *High school graduation rates* | | |
| Blacks | 67.5 | 16.4 |
| Hispanics | 55.6 | 59.9 |
| American Indians | — | 55.0 |
| *College Participation* | | |
| Blacks | 33.4 | 28.6 |
| Hispanics | 35.8 | 29.4 |
| American Indians | — | 17.0 |

Since the mid 1970s, however, we have witnessed a decade of civil rights decline and we are losing ground in minority progress, a decade of equivocation.

We can measure the consequences of each retrogression in statistical terms:

The percentage of blacks not immunized for polio increased by 50 percent between 1980 and 1985. The black infant mortality rate rose since 1985, for the first time in 20 years.

The crisis of minority decline in societal participation is as much a perceptual problem as it is a real problem.

When the Kerner Commission Report of over 20 years ago said America is becoming two societies, it did not mean just in racial terms but in terms of perception as well.

For example, the NAACP Legal Defense Fund commissioned a study of racial attitudes in 1988. The results were reported three weeks ago and they devastatingly document that blacks and whites live in two different societies as they perceive racial justice in America.

For example in response to the question, Do blacks have equal opportunity to whites in American society, 58 percent of whites said yes while only 28 percent of blacks said yes. If you take just one example of equal opportunity, the college professoriate, a study done for the Southern Education Foundation in 1988 documented that when you control terminal degree, research and scholarly productivity, blacks systematically achieve tenure and rank at lower rates than whites in every field, and, on average, have lower salaries.

When asked if blacks are treated equally by the criminal justice systems, 50 percent of whites said yes, 80 percent of blacks said no. Research done by the NAACP documents that blacks are arrested more for the same crime, receive longer jail terms for the same crime, and receive the death penalty more frequently for the same crime.

When asked if blacks receive equal health care, 45 percent of whites said yes, while 70 percent of blacks said no. Data reveals that over 35 percent of blacks are not covered by any form of health insurance, while only 10 percent of whites are in similar circumstances.

When asked if blacks are paid less for equal work, 69 percent of whites said no, while 66 percent of blacks said yes. Studies done of labor force participation show that whites on average earn more than blacks at every job level and, moreover, at every educational level whites earn more than blacks at the next higher level. For example, white high school dropouts earn more than black high school graduates. On campuses, the perceptions of racial problems is equally as divergent. Only 30 percent of whites on campus perceive that there are any racial problems, while 66 percent of minorities are aware of racial problems on campus. Majority and minority students live in two different worlds.

It is not just that one perception differs from another, it is that one set of perceptions is wrong and another is right. Actions are based on perceptions rather than reality, and the difficulty of American society and higher education is that large segments of our society don't perceive that there is a crisis.

For example, demographics in the 1970s predicted that the 1980s would see a decline in college enrollments because of the decline in the number of 18 to 22 year olds in the population; then it would be necessary to recruit more minorities to fill future classes. As a result of this warning, colleges increased their marketing to nontraditional populations — housewives entering the work place, retraining of workers, older students — and the decline did not occur. Enrollments have held steady at about 12 million students throughout the 1980s. Thus, there is less incentive by colleges to recruit minorities because they can say, "Where is the problem?"

ACE each fall publishes *Campus Trends Survey*. The 1988 survey found that 70 percent of colleges expect enrollments to increase during the next five years. Only 25 percent of campuses expect any minority enrollment increase, and 66 percent rate their own performance in recruiting minorities from only poor to fair. Thus most campuses have resigned themselves to not doing particularly well with minority recruitment and are not particularly concerned about the consequence.

Similarly with faculty, 51 percent of campuses report increases in faculty hiring but only 25 percent report any increases in minority faculty. Despite dire predictions of massive faculty retirements during the 1990s, few campuses have been motivated to mount aggressive campaigns to both train and recruit large numbers of minority scholars. In 1986, for example, U.S. graduate

schools awarded only 820 doctorates to blacks, the first time that number has fallen below 1,000 since 1973. During the same year, U.S. graduate schools awarded 5,539 doctorates to foreign students who will return to their own countries to boost their technological excellence.

The climate for social progress in the 1980s is markedly different from that of the 1960s. Where previously resources were expanding and national leadership was progressive, in the 1980s resources are declining and there is less desire to expand opportunity.

The ACE-HERI student survey released earlier this month documents those changes in student attitudes and perceptions. Tuitions have doubled in the past decade with greater student competition for prestigious university slots. The survey noted several concerns: a rise in student stress as manifested by increased smoking, increased mental health referrals, and increased student suicides. Greater competition for prestige schools and an influx of minorities on campus with no planning has increased resentment and frustration — a resentment of equal opportunity programs, a rise in the number of racial incidents on college campuses as documented by the National Institute against Prejudice and Violence. Increased assaults on Hispanics and Asians have occurred as well, and there has been documentation by the Anti-Defamation League of increased incidents of anti-Semitism on campuses.

It was in response to these sets of circumstances in 1987 that the ACE and ECS formed the National Commission on Minorities in Education and American Life. This was in recognition of the fact that if these critical negative trends continued, they would seriously affect the viability of American society both domestically and internationally. By the year 2000, minorities will be one-third of the American population. The U.S. economy depends on a full-time employed work force. U.S. technological leadership is dependent on maximum college training of all its citizens. It is in our national economic self-interest to make maximum the education and economic viability of minorities. Otherwise the entire nation will suffer. The ACE-ECS national commission, under the cochairmanship of former presidents Jimmy Carter and Gerald Ford, issued its report, *One-Third of a Nation*, on May 23, 1988, and put forth several challenges to American leadership and to higher education.

There was outlined in *One-Third of a Nation* a number of key social justice proposals. We must recruit and retain minority students in higher education. We must concern ourselves with problems of minorities in our society. Elected officials must provide leadership. The private sector must expand its services to minorities. We must develop a new vision of affirmative action and uncover new techniques to recruit minorities. We must challenge minority institutions and minority individuals to make a contribution. We must educate leaders to cooperate with educational leaders in other sectors. Private industry spends over $1 billion per year reeducating its workers. The new ACE publication, *Minorities on Campus: A Handbook for Enhancing Diversity*, presents an institutional audit by which each campus can evaluate every aspect of its programs on behalf of enhancing minority student participation.

Our colleges and universities must recognize that three-quarters of the world is nonwhite. Our curriculum should reflect this fact. Swarthmore College is presently undergoing a curriculum change to reflect the true composition of the world. We must make our campus climate more hospitable for minorities. We must confront the problem of increasing conflict for scarce resources and recognize that tough decisions will need to be made if we are to make a difference. Much work has been accomplished by the National Institute against Prejudice and Violence. For more information on their work, contact Joan Weiss, their executive director in Baltimore, Maryland.

# A Comprehensive Approach to Minority Student Services

James A. Gold
Vice President for Student Affairs
State University College at Buffalo

I am pleased to have the opportunity to feature my college, State University College at Buffalo, a school of over 12,000 students and the only SUNY arts and science college in an urban setting. We have a growing population of minority students, numbering over 16 percent of our total undergraduate population and increasing each year. First, I would like to talk about the development of a large number of successful programs to support students of color in a predominately white institution. I will conclude my presentation with a list of program gaps or inadequacies, things that we still need to do if we are to be a truly receptive institution for underrepresented student populations.

In 1967, Buffalo State became the proud recipient of the first legislatively supported equal opportunity program in the state of New York. That program presently serves approximately 1,000 students and provides support systems for a majority of students of color who would not normally be admissible under current academic requirements, have financial need, and are historically disadvantaged. This program is widely recognized for its comprehensiveness and innovations. Approximately 26 staff provide an extraordinary array of services, including counseling, basic skills development (especially math and English), tutorials, and learning assessment programs. The staff are well versed in the building of student self-esteem, creative problem-solving processes, wellness and stress modification strategies, as well as providing traditional academic support around the curriculum. There are numerous special programs to celebrate the success of students, including an academic honors convocation. This program is intensively evaluated at every step of the way so that individual student progress can be assessed and program innovation can take place based on qualitative and quantitative assessment.

In addition to the EOP program, a large number of special grants are in place to connect with the wider Buffalo community. The C-Step program involves 150 high school minority students who aspire to major in science and technology. This program provides an opportunity for minority students to gain access to the licensed professions. The talent search program serves 500 students. The Buffalo Partnership Stay in School program serves over 100 students. These students are at risk and require tutoring and counseling programs of support. Secondary education teachers are also trained in techniques for better supporting disadvantaged students. Upward Bound serves 50 students. A math and science program serves 50 students from grades 9-12, providing enrichment, including a summer instruction program. Grants also serve adults and returning students as well as bilingual students. All of these programs are integrated so that the lessons from one may be applied to improve other programs and all staff participate in jointly planned staff development activities.

Buffalo State has been uniquely committed from the top in the presidency of D. Bruce Johnstone for the past decade. Dr. Johnstone is currently the new chancellor of the State University of New York System and Buffalo State is undergoing a presidential search. Our president published a series of planning goals for the 1980s very early in his administration.

Two highly featured goals included:

- increasing the proportion of minority students (this number has doubled)

- committing to, and strengthening, programs for educationally and financially disadvantaged students.

Our president also appointed a presidential forum on cultural and racial diversity which pulls together the representative leaders of campus organizations focusing on the needs of African-American students, Hispanic students, Native American students, women students, disabled students, and international students. This forum strengthens our institutional commitment to working as a whole body on behalf of segments of the campus who may have a great deal in common and yet left alone may not form necessary alliances to get the job done. The forum provides for sharing of information and provides an opportunity for the president to affirm success and facilitate problem solving. Dr. Johnstone has been highly involved in advancing the needs of minorities in the broader western New York community, having served as cochair of the Urban League. He has held appointments on numerous boards and commissions overseeing special private and governmental programs and services for minorities.

Dr. Johnstone directed nonstate funds to support special campus initiatives on behalf of minorities, including the creation of part-time adjunct faculty appointments in various departments where a minority faculty presence was critical to attracting and retaining minority students. Our president arranged for key minority administrators and faculty to be positioned in campus leadership roles. For example, the equal opportunity program director, while reporting to the vice president for student affairs, sat on the Dean's Council and was in a unique position to advocate in matters of the curriculum, advantages in academic registration, etc.

The division of student affairs is highly focused on the needs of minority students. We feel that if minority students cannot be especially served then majority students will be especially unserved. As vice president for student affairs, I have cochaired a minority relations committee for the past nine years. One of the activities of this committee has been to screen and list courses which focus upon diversity. I also chair a bias-related violence committee which, among other things, has provided training for campus police; sponsored trainers, speakers, and consultants; and attempted to provide immediate response to incidents, as well as identify trends in violence. We have attracted national leaders such as Jacqueline Fleming and Asa Hilliard to the campus where futuristic thinking around issues of diversity could be energized. Other recent speakers have included Shirley Chisholm, Scully Stikes, Fred Preston, John McCray, Ray Dye, Portia Hunt, Sam Johnson, Laura Blackburn, and Tom Morales. All of these people have been on our campus within the past year and a half.

Student affairs has worked closely with student government leaders who have positively responded to principles of pluralism in the process of student organization recognition and funding. Activities and funded organizations are screened for their attention to diversity. For example, parties must have "balanced" music which will attract a broad spectrum of student participation. Membership criteria in student organizations is carefully evaluated to make certain that all students will feel equally comfortable in joining and participating in student-funded activities. Our last two student body presidents have been African-American.

Student affairs developed a minority student services office which is located in the heart of student life, the Student Union. This office is successfully positioned to reach out to minority students who are not admitted and directly advise, counsel, tutor, and mentor within the framework of our established equal opportunity program. Because of our success in recruiting non-EOP students, we have found that the absence of a centralized office for service and advocacy leaves to chance the reaching out and connecting with minority students who meet regular admissions standards and/or do not have a history of financial disadvantagement.

Among the many programs developed by Gail Wells, who serves as our coordinator of minority student services, are: CHAMPS, a leadership development program for students of color; wellness programs; a mentor program; ambassadors program with minority students serving as admissions recruiters and tour guides; educational and social receptions; study halls; special orientation programs; a student survival guide; an early intervention program whose goal is to call all students who fall below a 2.0 grade point average and to call advisors and congratulate all successful students; a student opinion survey; a longitudinal assessment program involving preadmittance instrumentation through graduation which is designed to monitor longitudinal progress.

Student affairs has made a special effort to recruit and hire minority students in many key student employment roles. More than 30 percent of our residence life staff, including hall directors and RAs, are minority students so that a strong minority presence can be achieved in the critically important residential life experience.

The vice president for student affairs has provided a diversity goal in the performance program of all professional staff. This requires that all staff set goals on behalf of minority students with progress being formally evaluated on an annual basis. Our career development center has developed a number of strategically useful early intervention experiences designed to assist minority students in life planning and career planning activities. All students admitted to Buffalo State are provided multicultural educational experiences as a part of our summer orientation program. Our student code of conduct, rights and responsibilities, as well as our residential life license, include regulations outlawing racial slurs and bias-related harassment activities. We have utilized the talents of our students in theater to produce plays followed by discussion on issues of tolerance led by faculty and student leaders.

We have a very active international student organization which sponsors nine events throughout the year designed to celebrate the unique cultures of all parts of the world. These programs are widely attended by our minority and nonminority student populations where student-designed programs of social interaction, entertainment, and food combine to attract a large number of students as well as community participants, especially host families. These programs are widely attended by all minority students.

**UNFINISHED AGENDA**

Yet to be developed at Buffalo State are minority student newspapers, the creation of a multicultural center, support programs for families of minority students, a community advocate program, a big brother/big sister program, a graduation requirement in diversity (last spring, the College Senate passed a resolution requiring courses designed to provide multicultural education), an exit evaluation system, a special job development program, an organized means to inventory incidents of violence and harassment, and an increased number of minority faculty.

I look forward to a continued dialogue on what works and does not work on your campus. We have much to learn from one another as we attempt to reverse the history of our institutions which for so many decades have been without the presence of a student population reflective our larger American society.

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# Administrative Implications of the Changing Demographics

Francine Madrey
Vice President for Student Affairs
Johnson C. Smith University

Dr. Wilson's comments have clear implications for higher education and, as he emphasized, the challenge will be upon us soon — whether or not we like it, whether or not we are prepared for it.

As change agents on our campuses, we will bear the responsibility of helping make sure our institutions are prepared to face the vast number of minority students who will be enrolling at our colleges and universities in just a few years.

As Bob Albright mentioned, the message from the top must be clear and it must transcend every department and all personnel on the campus. I disagree that presidents and chancellors have clearly established or even articulated their goals for affirmative action or equal educational opportunity. I believe, instead, that the message has been articulated by chief student affairs officers and/or members of their staff and somehow has never been embraced or emphasized by many college presidents who are in a position to help establish the mood and tenor of the campus in terms of equal educational opportunity.

Perhaps no other institution is better suited than the higher education enterprise to help develop a truly equitable society — one in which minorities are empowered, where they are recognized as major contributors to this society, and where they are accepted, truly accepted, as equals.

Dr. Wilson mentioned that representatives from elementary and secondary schools and community colleges seldom collaborate or even communicate with the higher education community in addressing the issue of minority access. Since, as he suggested, "we are all in this together," I submit that institutions of higher education must become more aggressive in their approach toward ensuring access.

For example, academic departments at colleges and universities must establish articulation agreements that will promote access. Since one-half of our Hispanic students are enrolled in community colleges, we must ascertain reasons these students do not go on to four-year institutions and remove barriers to their access. Moreover, linkages with high schools must be established and precollege programs developed that will guarantee access and give priority admission status to qualified minority students.

Institutions must work with high schools to develop minimal standards that will allow minority students to compete at the college level. Minority high school students must overcome deficits in their verbal and quantitative skills to guarantee success. Rather than complain about or blame high schools for the so-called poor jobs they are doing, colleges and universities will have to become more aggressive in bringing about needed change even to the point of establishing precollege preparatory programs that help remove educational deficits.

Additionally, other elements for the admissions process, e.g., interviews, contacts with high school teachers and counselors, should be used as criteria for admission. Schools must eliminate sole reliance on rigid application of qualified criteria such as standardized test scores. They

do not measure the student's motivation or potential to succeed.

We have been very aggressive and innovative in recruiting minority athletes on our campuses. An assessment and comparison of recruitment strategies by the athletic department and the admissions office may suggest new techniques to be employed in recruiting the nonathlete.

Also, it would be good to assess the institutional environment to determine how and why it is conducive to the success of international students and not so successful in recruiting and retaining minority U.S. citizens.

In addition to establishing linkages with high schools and higher education institutions, the local business community must also be involved as an integral part of the partnership. Business leaders can link students with positive role models in the students' field of interest. The private sector must understand that it, too, must invest in the successful education of minorities in the community.

The business and industrial sectors can also be tapped as financial resources to provide fellowships, scholarships, and other forms of aid to minority students. Amid declining federal dollars, it is becoming increasingly difficult for many talented minority students to attend college.

Where will talented minority students find aid? Innovative strategies between the corporate sector and higher education can enhance the symbiotic relationship that should exist between higher education and the corporate community.

Similarly interinstitutional cooperation must be viewed as a way to help ensure minority admission to special programs, or graduate schools upon successful completion of certain standards. Institutions can take advantage of the many consortia that already exist and create relationships that will guarantee minority student access to programs that are typically closed to them.

As difficult as the enrollment process is for many minority students, the registration process is even more complicated and intimidating. Because of the long waits in line, having to substitute courses for those closed to the student, locating buildings on the campus, and meeting with insensitive and sometimes hostile staff, the minority student may simply return home rather than face continuing and seemingly insurmountable barriers.

The registration process must become more individualized, more simplistic, and, especially for first-generation college students, more helpful. This will obviously require fundamental changes at some institutions, but all students could, no doubt, benefit.

Institutional incentives must be developed so that departments and personnel will actively recruit and retain minorities. The president must affirm that equal educational opportunity is an institutional priority, that it is an urgent and necessary one, and provide the support and resources to realize this goal.

Affirmative action programs must have specific goals, objectives, and resources. They must be made accountable, and the presidents must monitor and assess their progress. Such offices should be accessible to the vice presidents and other administrators. Affirmative action officers must be in a position to directly influence institutional policies and practices and be given the necessary resources and support. They must be aggressive, confident, and have some sense of job security.

Ethnic diversity must become a mandate and must be fully and wholly practiced in every aspect of campus life, from upper administration to the janitorial staff.

Moreover, institutional mission statements must be reviewed and revised so that minority program goals are clearly tied to the mission statement and included in communication and documents that go to perspective students, alumni, community leaders, and other constituents.

Affirmative action and minority affairs officers can be instrumental in orienting the campus community to the minority students' culture to help them become instrumental in welcoming new students as an important part of the university community.

During the last decade, offices of minority affairs were prevalent. There is seemingly less emphasis on the need for such offices at a time when we are losing ground in the recruitment and retention of minority students, faculty, and staff. Moreover, these offices have tended to assist minority students with little regard for the need to educate the majority population about its minority students. Minority affairs staff, in many instances, have served to appease minority students rather than attack the real problems of exclusion and bigotry. Oftentimes the problem is not with the minority student, but with the environment and the dominant culture.

Curricula modifications may be necessary to include ethnic studies as a viable and required part of the curriculum. Such an effort would help promote multiculturalism throughout the campus. Programs which include some strands of tradition reflecting minority students' heritage will allow them to feel more comfortable, to be themselves, and not have to adapt and assimilate in order to be successful.

Tutorial programs, academic assistance, and support programs must be available to minority students who experience difficulty in meeting the college challenge. For those where precollege performance suggests the need for help, we must insist and even require student participation.

Language programs should be available for those students for whom English is a second language.

Bringing students to the campus in the absence of necessary academic support will surely guarantee their failure, and even more clearly, point to the continuing failure of higher education to guarantee access and equal opportunity.

A substantive student activities program should include, not limit or restrict, minorities to certain areas of the campus. Moreover, the necessary financial resources must be made available to support minority programming. There should be an expectation that administrators, faculty, and staff attend events sponsored by and for minority students as a show of support, and to enhance their own multicultural awareness and sensitivity.

Also, the student government association should reflect the multicultural diversity of the general student body. Every facility on the campus should reflect multiculturalism. All-black floors in the residence halls do not reflect multiculturalism. We promote bigotry in the assignment of roommates solely on the basis of ethnicity when we allow room reassignments for these reasons.

Minority faculty and staff must be supported in conducting research, completing the terminal degree, etc., to boost their own career development so that they may remain competitive with their white counterparts. They must not be burdened with serving all the needs of all minority students. Being the sole minority on a predominantly white campus, or one of a small number, is a lonely existence.

Support systems are important, and other minorities must be recruited and retained if institutions are to be successful in retaining the few. Recognize that in smaller communities, the minority faculty or staff member usually has tremendous community obligations to church, civic organizations, and schools. The phenomenon of burnout is a real one.

Black faculty and staff presence is a major contributing factor in the success of black students at predominantly white institutions. If you want to recruit and retain minority students, hire more minority faculty and staff.

The president alone does not bear the responsibility for diversifying our campuses. Governing boards must also take on a more aggressive leadership role. They, too, must

reflect pluralism and diversity. A minority presence on governing boards can help influence decision making toward positive action. Presidents and other chief administrators must emphasize this point and sensitize governing boards to the changing demographics and the urgency of change on the campus. To announce a policy of inclusiveness on the campus and yet exclude minorities from governing bodies is hypocritical.

Finally, it would be good for predominantly white institutions to recognize that historically black colleges and universities, and other minority institutions are neither inferior or unnecessary. Discussions about the elimination of historically black colleges and universities should take into account the fact that without the historically black colleges and universities we would have a less well-educated populace. It is unlikely that predominantly white institutions could and would serve students displaced by the closing of these colleges and universities. More students would experience educational and social hardships, fewer minority students would be admitted to college, and the attrition rates among minority students would be higher. As we strengthen historically black colleges and universities and other minority institutions and develop opportunities of high quality, then integration can take place both ways with movement back and forth.

# Geopolitical Implications in Higher Education

Milton Santiago
Executive Director, Aurora Weier Educational Center
University of Wisconsin - Milwaukee

In his presentation on demographics in higher education, Dr. Reginald Wilson made two points which I consider significant: (1) the number of Asian and Hispanic students attending colleges has increased and (2) the number of racially related incidents on our campuses have increased. All across our campuses, we have seen evidence that supports these two points. Dr. Wilson mentioned that between 1984 and 1986 the overall gain of 8 percent in minority college enrollment was led by gains of 17 percent among Hispanics and 15 percent among Asians.

He also mentioned that the number of minority students enrolling in colleges and universities has not increased proportionate to the increase in the number of 18-24 year olds graduating from high schools.

As I reflected on those comments, I thought about my own observations as a student and professional for the past 15 years, encompassing seven universities. I did observe an increase in the number of Hispanic and Asian students attending the colleges and universities where I was involved. However, I also noticed that the majority of these students represented groups which could be characterized as immigrants and/or refugees. Their participation in higher education has been recorded and attributed to our recognition and definition as members of these traditional groups.

However, I believe there is a missing variable which merits further research. What has contributed more to the aggregate data increase in the representation of Asian and Hispanic enrollment in higher education than our success in recruiting, retaining, and graduating national/local minorities is our foreign policy.

Our foreign policy over the last 30 years may have been largely responsible for the multicultural diversity of our student body in colleges and universities, with specific geographical areas of the country feeling more of the impact. This may be particularly true when it relates to Asians and Hispanics.

For example, in the aftermath of the Bay of Pigs invasion, thousands of Cuban refugees came to our country, settling mostly in the Miami area. With the passing of time, colleges and universities in that area experienced a dramatic increase in the number of Cuban students. In 1965, President Johnson sent the Marines to the Dominican Republic. Shortly after this invasion, thousands of Dominicans came to the United States, settling mostly in the New York tristate metropolitan area. Colleges and universities of this region have a significant number of Dominicans among their students. During the early 1970s, thousands of Filipinos came to our shore every year during the 14 years of martial law in their country. The majority of Filipinos settled on the West Coast where, again, their presence in colleges and universities has been significant. The Southeast Asians (Vietnamese and Cambodians), whom we embraced with open arms in the mid 1970s following the conflict in Vietnam, are beginning to appear on campuses in the eastern region and west coast. The Hmong people of Laos have communities in certain states of the nation, mainly Wisconsin and Minnesota. I maintain that in the future we can anticipate a larger presence of these groups. The people of Nicaragua and El Salvador have come to the

United States fleeing a violent war supported by our government. Their presence is already noticeable on campuses on the east coast as well as the west coast. In the geographical areas where they settled, these groups have been increasing in school districts and in colleges and universities.

We have all heard about or read about the events I mentioned through the media. Yet we failed to make the connection that the children of these ethnic groups would inflate minority figures on our campuses, while it remains unclear whether our efforts to ensure access to our established national minorities have been successful. In this context, higher education administrators have lacked vision in planning and strategies to cope with multicultural diversity on their campuses, and they have yet to be accountable for the need to increase access and retention for our internal national minority groups. Surely, those of us in higher education should pay more attention to foreign policy, demographics, and the implications they have for the future cultural diversity of our students.

A more complete framework for the analysis and review of data on minority student enrollment in higher education must include the outcome of foreign policy, vis-a-vis the flow of refugee and immigrant populations into the country, as an independent variable. Another related variable which I suspect has contributed to the aggregate number of Asians and Hispanics is the practice of including populations from U.S. territories.

A significant number of Puerto Ricans from the island attend colleges and universities throughout the United States. I suspect the same is occurring with other territories such as Guam, American Samoa, etc. The majority of these students return to their native islands upon completion of their education. They may not be counted as mainland residents in the high school enrollment and graduation data, but do serve to inflate the number of Asians and Hispanics enrolled on certain campuses. Surely there is nothing wrong with providing educational access to foreign minorities or minorities from U.S. territories. That is not the focus of my critique. The guiding question of my analysis is, What are we doing to ensure adequate access and retention for our traditionally neglected national minority groups?

The inclusion in the data of nontraditional minorities tends to distort the analysis of our college enrollment data. This leads us to believe we are educating minorities when, in fact, we may have imported them. Until research separates these variables, we will not get a true picture of our efforts in providing educational opportunities to our generally neglected minority population.

The increase of racially motivated incidents is of grave concern. It is of particular concern to our national minority population attending college. An immigrant/refugee population will always view the host society and its institutions as a better place to be than the place from which they came.

To attract our national minority population, we need to develop strategies that will offer a supportive environment for their development and retention. These strategies should be developed along the lines of nurturance, support, tolerance, and flexibility. The strategies already shared by colleagues on this panel are a step in the right direction. The overall goal should be to nurture an environment that supports multiculturalism.

As we look to the future of a new presidential administration, I would like to remind you to be aware of our foreign policy and watch for signals and events that may eventually bring additional ethnic groups to our country and eventually our campuses.

It is my sincere hope that someday we can all reap the benefits of being exposed to cultural pluralism. The projected demographics on minority populations indicate that the future of our nation will depend on our ability to coexist harmoniously. Otherwise, 30 years from now other concerned professionals will meet in a similar meeting to address the same problems.

# Campus Climate and Violence

William Wiggins
Assistant Dean of Students
Columbia University

I began this paper by writing down some of my perceptions about the minority student experience as per the topic of my presentation: campus climate and violence. Upon examining the sources I had gathered for reference, I was struck but not surprised to see that so many of us academicians, administrators, writers, etc., had been and still are concerned about the same old things. It's as if we were and are thinking in unison about the same old things, not necessarily agreeing with one another, but spinning our wheels as usual. What would we give for something new, an original idea?

As a historian and administrator, I have learned: (1) we learn from history that we do not learn from history, (2) the more things change, the more they remain the same, (3) old wine in new bottles, and (4) so what's new? Thus, it is no surprise to me and shouldn't be to you, that this is but another superfluous contribution to our understanding of the minority experience in higher education.

The term minority, as used in this paper, refers to America's racial minorities, specifically American Indians, Asian Americans, African-Americans, and Latino Americans. There are, of course, other designated minority entities by virtue of certain criteria, but consideration of these is outside the scope of this paper. This paper will attempt to examine some obvious yet complex insidious, endemic, and systemic facts. It is not my aim in discussing certain facts to paint an absolutely dismal portrait of the general landscape of minority life (especially students' life) on predominantly white campuses. However, it remains that, "A sad fact or truth is better than a merry lie." I am, as are many others, both an idealist and a realist, an optimist and pessimist. Hence I recognize positives and negatives and make the best of the campus situation at hand. That includes violent situations.

The historian in me reminds me that America and its campuses have been and continue to be plagued by violence. H. Rap Brown was right, regardless of what you think of him, when he said, "Violence is as American as cherry pie." Yes, America is quite familiar with violence. Alphonso Pinkney states:

> Violence, as a concept, is broad. It may be overt or subtle, individual or institutional. Overt acts of violence involve the destruction of human beings through the use of physical force. Subtle forms of violence, which are in many ways equally destructive of persons, cover a much broader range of human activity.

Subtle or psychological violence is extremely insidious, and it is alive and well on both predominantly white and predominantly minority campuses. It is both visible and invisible. It is wrapped in various forms of harassment and is usually based upon racist and/or ethnocentric beliefs. We find (and I confine my remarks to racially/ethnically mixed campuses) that racial and ethnic minorities are frequently reminded that they are not welcome on campus. Sometimes minorities are told this quite candidly via verbal or written communications (especially racial slurs/epithets). They are also told this furtively and subliminally. The psychic impact from this treatment amounts to psychological violence.

Why should minority students or any other students be made to suffer unnecessary dissonance because of their racial/ethnic being? How would nonminorities feel if they were told they were where they are only because of affirmative action, preferential treatment/hiring, or as objects to enhance the educational experiences of majority students? How would they feel if they were stigmatized as being capable only of teaching or learning about ethnic/racial things? Some minority scholars still shy away from joint academic appointments for this reason. I think they would feel victimized. Yet the foregoing hokum, cloaked in the veil of intellectualism, lives in the pages of a recently published book, *The Closing of the American Mind.* One wonders how you close something that was, in general, never open. Whether open or closed, minorities have had and still have to deal with such minds.

As a minority, I have lived a part of my own primary research on these matters. On more than one occasion during my 17 years as an academician and administrator, I have heard my colleagues during various meetings remind each other that we must keep in mind (open or closed) that our best minority student is probably only as good as our average nonminority student. One of these same colleagues, upon seeing me in a local A&P food store asked, as he quickly darted away, if I was looking for pork chops or chitterlings. How should I have responded when still other colleagues confused me with other minority colleagues who looked nothing like me? Should I have been offended when a nonminority student asked my why, after I concluded a lecture on the history of America, I had mentioned blacks, Latinos, Asian Americans, and American Indians? He asked, "Isn't this an American history course?"

As an undergraduate and graduate student, I, like many current undergraduate and graduate students, was expected to be an expert on the perceived monolithic minority experience. And what about the psychic impact of stereotypes, though not limited to minorities, that prevails on the college campus? Aren't Asian Americans expert mathematicians? At least one Asian American student told me that he bet he was the only Asian American I had ever met who wasn't good at math. One Asian colleague joked about always being called upon when mathematical questions arose. Recently, a minority student expressed the anguish he felt when a nonminority faculty member told him that heredity had probably provided him with the propensity to successfully dribble a basketball, as opposed to doing well in economics courses. This student, a good student, is no longer in school; but he, like many of "his own," still bears the invisible scars of psychological violence.

Instances of overt violence, often involving minority and nonminority students, have been and still are quite visible on predominantly white campuses. Stories of interracial/interethnic attacks, clashes, and provocative behavior continue to appear too often in newspapers and other publications. For instance:

A March 1987 issue of the *Chronicle of Higher Education* featured the headline, "Racial Incidents Worry Campus Officials — Prompt University of Massachusetts Study." An October 1987 issue reported on a post World Series clash between blacks (perceived as Mets fans) and whites (perceived as Boston fans). Ten students were injured, one black student left unconscious. Other incidents reported in that same edition of the *Chronicle* included five white students at the Citadel wearing sheets and carrying a charred paper cross taunted a black cadet in his dormitory bed; at Northern Illinois University, white students shouted racial slurs at people entering the campus center to hear the civil rights leader Jesse Jackson speak; University of Michigan officials closed a campus radio station after a broadcast during which the callers and the host insulted blacks; and at Smith College, a racial slur was spray painted on the steps of the building that houses minority student groups.

Other media reports included: At Mount Holyoke College, officials held an all-campus meeting to discuss racial harassment of black students. At Wellesley, a trustee resigned after saying that blacks preferred pushing drugs to working in a factory. At Tufts University, a white student was allegedly beaten after writing a newspaper

column against racism. Motorists harassed students who later marched in protest of the student beating.

In April of that same year, *Newsweek* reported on several blacks protesting campus racism — Columbia University: a dispute between a black student and a white student turns into what blacks describe as a small-scale race riot on campus. University of Michigan: a series of ugly racial incidents and declining black enrollment leads to demonstrations and a building occupation. University of Texas at Austin: Two gun-toting white students wearing Ronald Reagan masks rough up a black student in his dormitory room.

In February 1988, the *Chronicle of Higher Education*, reported on the rising concern over campus racial bias marked at Northern Illinois conference. That same issue carried a story on the University of Wisconsin, where a fraternity was suspended after a caricature of a black man with a bone in his nose was placed on the fraternity's front lawn.

In April 1988, the *Chronicle of Higher Education* featured the headline, "Racial Incidents at Four Universities Spark Protests." The protests took place at the University of California at Berkeley, Denison University, the University of Kentucky, and Pennsylvania State University's main campus.

The October 4, 1988, edition of *USA Today* reported an increase in racial harassment tension: anti-black epithets at the University of Illinois, anti-semitic slogans at USC, anti-Mexican American fliers at the University of California at Irvine, a clash between Hispanics and whites over student body election results at UCLA.

In August 1987, *Essence Magazine* covered racism on campus: At the University of Alabama, Tuscaloosa, a cross was burned in front of a new sorority house before the women moved in, two white students were suspended for the incident; at Purdue University, on January 25, a cross was burned in front of the school's Black Cultural Center, two weeks later, the words "Death Nigger" were found carved into an office door.

The October 27, 1988, edition of the *Chronicle of Higher Education* read, "University of Virginia Report Hits Campus' Racial Climate.

*Seventeen Magazine* in November 1987 featured a story on racism on campus at the University of Colorado, Boulder: a fraternity faced disciplinary action because it circulated a poster that pictured a black woman with a caption reading, "Come play with me."

*The Chronicle of Higher Educatio*n, on January 27, 1988, read, "Black Students Seen Facing New Racism on Many Campuses — Environment at White Colleges Viewed as Hostile to Minorities." This lengthy article referred to racial incidents at the University of Massachusetts at Amherst, Fairleigh Dickinson University, Manhattanville College, New Jersey Institute of Technology, the University of Wisconsin at Madison, Frostburg State University, Rutgers University, and the University of California at Berkeley.

And the *New York Times*, October 19, 1988, reported that "harassing letters upset student at Dartmouth."

The above litany of racist incidents/behavior is far from exhaustive. The December 1988 edition of *Forum*, the official organ of the National Institute against Prejudice and Violence, stated that "the number of college campuses on which ethnoviolent incidents have been publicly reported, doubled this past academic year (1987-88) compared with the year before." Moreover, *Forum* indicated that "a minimum of 20 percent of minorities experience some form of ethnoviolence. On some campuses, three out of five minority students have been victimized." At least one-fourth of those students are victimized more than once. Colleges and universities have usually acted to discipline those found guilty of perpetrating egregious acts of violence, but have, due to litigation involving suits and countersuits, met with varying amounts of success. Schools have also responded to various incidents by establishing commissions and committees to review incidents and/or report on the state of race relations on their campuses. Racial/ethnocultural/multicultural consciousness and

sensitivity-raising programming is also frequently used as a means to improve the campus climate. Curricular reexamination and revision have also been considered in some instances in response to campus unrest but have been met with significant opposition.

Former Secretary of Education William J. Bennett, along with Allan Bloom (both of whom recently established a summer institute to facilitate the study of great books) and the so-called National Association of Scholars, among others, have mounted amid the Reagan conservatism a much publicized campaign to maintain as much of the exclusive (as in exclusionary nonminority representation) curricula, as possible. Many of these neoconservatives feel they have lost the academy and must reclaim it before it is totally destroyed by affirmative action and inclusive curricula-minded crusaders. It is hoped that current Secretary of Education Lauro F. Cavazos will speak against the neoconservatives and be strongly supported by our self-proclaimed "education President" George Bush. Meanwhile, predominantly white colleges and universities are certainly aware that they must reevaluate their curriculums if the campus climate is to improve and become more representative and inclusive.

Our racially/ethnically mixed campuses should not continue along the path that led the authors of the Kerner Commission Report to conclude that we are one nation, divided. Unfortunately, our campuses mirror America's societal being. The future is at hand, as it always is, and our predominantly white institutions of higher learning must create better campus climates for minority students or things could get worse; especially since in the next two decades the majority of college aged persons will be minorities.

## Reaction to Campus Climate and Violence

Jon C. Dalton
Vice President for Student Affairs
Florida State University

Let's take a moment to view the modern university from the eyes of majority students.

There have been broad and fundamental changes, changes which are threatening to overwhelm us. Imagine for a moment being at a convention of dinosaurs. The speaker at the podium is stating, "Our climate is changing, mammals are on the increase and we have a brain the size of a walnut."

There is a campus climate which is more permissive for racial bias by whites against persons of other colors. There is a behavior out there in the society at-large that is viewed as not all that bad — just turn on "Saturday Night Live" and listen to the comedians or the talk shows. There have been more racial incidents in the past year than at any time since the civil rights movement. There is a powerful upheaval; a storm is brewing.

High school graduates are principally concerned with money, self-fulfillment, and personal status. Concern for others and their needs are no longer prevalent values. Whites resent the favoritism which they perceive is being given to minorities and claim "unfair competition." We can not assume that whites come to college with a sensitivity to other races. Eighty-five percent of whites go to predominantly white high schools. Students do not know about the civil rights movement. There has been a white flight to the suburbs.

Student development proponents speak of an appreciation of diversity. However, we must integrate diversity into the curriculum. There must be an identification of multicultural courses at every institution of higher education. Further, we need to make it uncomfortable to practice racism on campus. There must be regulations. We can not equivocate in our campus commitment to make minorities comfortable on campus.

There is likely to be a real clash with fraternities and sororities over issues of racism. We know that racist acts like vandalism are often correlated with alcohol. There is the whole issue of interracial dating which needs to be respected and acknowledged. We must change the pattern of human interaction on campus, especially facilitating student-to-student communication. The greatest opportunities for influence involve working with the peer culture. We need to be aware of MTV, what takes place in bars, what is the music, and what kinds of movies students are watching. How do students spend their time, and how can we influence that? What attitudes and values tolerating differences can we have an impact on? If we are to realize a sense of community, those who are different from one another must come together.

There is some hope. There is discussion on mandatory public service and volunteerism for youth. We must challenge the moral idealism of students and tap their instinct for caring, being empathic, and sympathetic toward others. Issues of urban blight, racism, hunger, and crime need to be tied into the curriculum as has been done in the California Compact.

It is not enough to just stop racism. We need to provide students with opportunities to imagine, to understand what it means to be another human being. Every student needs to develop that capacity for his or her own development as a fully educated person. Only then will we be able to attack the "new meanness" that is sweeping our campuses.

# Classroom Interaction of Faculty and Minority Students

Piedad Robertson
President
Bunker Hill Community College

I have only recently become president of Bunker Hill Community College, an institution created 15 years ago with a 41 percent minority student enrollment. Much of my talk will focus upon my career at Miami-Dade Community College where I served as a member of the faculty and administration. Commitment and activism must characterize our work. In the year 2000, one-half of the new workers hired will be minorities. Only 15 percent will be white Anglo-Saxon males. Only three workers will serve each social security recipient. Our financial survival requires that we develop a coherent academic plan to accept minority students and make a total commitment to their classroom as well as student activity environment.

It is important to encourage student and faculty interaction, both inside and outside the classroom. This helps students to develop confidence and also encourages cooperation among the students. Unfortunately, we too often keep students in isolation and in competition with one another. Minority students require the support of one another. This encourages active learning. Lecturing alone is never sufficient. Learning style inventories can teach us much about the important combination of lecture with field work discussion and student participation. Students must be given numerous opportunities to do creative things. My learning style was the one that "A" students had, but this is not necessarily the only learning style and may in fact not be the learning style that most of our minority students possess. I have found that it is important to create visual exercises and experiences for students.

At my institution, we are introducing cross-cultural courses into the curriculum. This will generate a Third World awareness. At Miami-Dade in Florida, we had some classes with students from 50 different cultural backgrounds. For these students, it is important to provide prompt feedback, to help students to know how they are doing in a positive learning fashion. This helps us to learn from our mistakes. There needs to be an emphasis on time and on task. We had a learning center with student as well as teacher mentors who in some cases would assist a student to take the same course over two semesters. Constant reinforcement and feedback over a longer period of time can assist some students to achieve the same content, but over a two-semester period.

I appreciate the adaptive test from the College Board where there is no time limit so that students have the real impression that they have all the time they need. Computer-assisted instruction is also a solution to responding to the sequential needs of students who will learn effectively, but over a longer period of time. Students will move up the level of complexity answering questions correctly. If students are not succeeding, the computer will move down the level of complexity and, therefore, always provide positive reenforcement based on how they are doing.

One of the keys to achieving high success with minority students is the communication of high expectations. At Miami-Dade, we had a program called Cope. This was for students who felt an absence of clear goals. The students felt uninvolved in the college community and therefore they thought that no one expected anything of them. Important points included:

- Be very directive with students — place them properly.

- Provide an early warning system — get feedback from the faculty in six weeks or less. Also check attendance — provide an academic counselor for each of them

- Advise students by faculty or specially trained upperclass students — never let students self-advise

- Provide teachers with a complete description of the student — a complete high school record, placement scores, goals in life and education.

Most faculty hired in the 1960s are white and they will not die or leave quickly. Faculty all across the country are a little overwhelmed by the new clientele. Sixty-seven percent of the students at Miami-Dade say that English is not their first language. Imagine how an English teacher feels! They cannot help but ask, "Will I be able to communicate, to teach, to achieve learning goals?"

Adult learners are not like children. They have a world of experience but in the classroom setting they are just beginning. You must understand and respect them (not love them).

We don't encourage teachers to do classroom research. We do encourage the classroom teacher as a researcher. However, "publish or perish" will lead to esoteric works that no one will ever read. We need to put new teachers together with old teachers, to create a mentoring relationship where our best established teachers can impart knowledge about our new student clientele. Miami-Dade had a graduate course on what our students are like and how they can be better taught. This course must be taken to achieve tenure in order to transform the curriculum we cannot afford to teach to the converted and must make such special experiences mandatory.

Some lessons can only be learned first hand. Our handicapped student association developed a program for faculty where they put them in wheelchairs, put ear plugs in their ears, blinders on their eyes, and, all the same time, asked them to write on the blackboard while continuing to speak. Faculty must be assisted in understanding differences. Capitalized Project Start is much like the program Reach Out at Miami-Dade. Students are identified early as high-risk college students; students who are likely to drop out. Summer programs are developed so that students are brainwashed into thinking they can achieve. Developmental courses and career orientation workshops are provided. Students are taught how to manage time, how to study, and how to pass exams.

A final element is students helping other students. This should occur inside and outside the classroom. It is important to tell students that they are privileged to have received and must now give to others.

All students can give five hours per week of extra service, students giving time to one another. Students can be provided with academic credit for certain activities provided in the learning skills center or the advisement center. It is very important to reenforce positive helping behavior in our minority students.

## Reaction to Classroom Interaction of Faculty and Minority Students

Arnold Mitchem
Executive Director
National Council of Educational Opportunity Associations (NCEOA)

My institution directs Trio programs which represent the fifth largest Department of Education program with a membership of 850 institutions of higher education. Four hundred fifty thousand students are served, including 41 percent black, 17 percent Hispanic, 4 percent Asian, 14 percent handicapped.

One of the problems in the country today is that real income is down since 1973. While there has been a slowdown in economic growth, there has been a significant change in demographics. We have lost markets internationally and are losing our ability to compete on a worldwide basis.

We need a plan for the retirement of the baby boomers. We need to keep productivity up. The American business community, perhaps more than educators, is looking ahead. They understand the future since they are making business decisions with a 15- to 20-year picture.

We need to communicate higher expectations for our students. In one public high school in New Orleans, Dr. Garibaldi uncovered some startling facts about black high school males. Forty-three percent of the students in this high school were black. However, black males represented 55 percent of the nonpromotions, 65 percent of the suspensions, 80 percent of the expulsions, and 45 percent of the drop outs. Of the teachers surveyed, 16 percent expected black males to drop out and 56 percent did not expect blacks to go to college.

# Panel Discussion Wrap-up

Elaine P. Adams
Assistant Commissioner for Educational Opportunity Planning
Texas Higher Education Coordinating Board

In assessing the current state of affairs of minorities in higher education, my recommendations are:

- Minorities will be an increasing number of college enrollers. The percentage of minorities in the population will someday develop into a new majority. Community awareness of this phenomenon needs to be increased by student affairs personnel.

- There are programs that have been successful in recruiting and retaining minority students, and they need to be collected along with evaluation measures and disseminated to professionals.

- Because there seems to be widespread lack of awareness of the impact of the missing or underserved minority student on our campuses, it is suggested that enrollment management scenarios be developed to inform administrators, faculty, and staff and to stimulate their active concern.

To identify and to discuss the most pressing educational problems facing minorities, my recommendations are:

- A most pressing educational problem is the failure to develop an educational ladder that supports the successful movement of minority students from elementary school through college, even graduate school. Each student affairs professional needs to know the sources of his or her minority students and work cooperatively with them.

- The Southern Regional Educational Board does a survey that, in part, tries to determine the comfort level of nonblack students at historically black institutions. Perhaps NASPA can conduct a survey of selected institutions to determine comfort factors for minority students.

- Federal aid policies have a significant impact on the ability of minority students to continue their education. NASPA and other student affairs organizations need to develop and communicate legislative agendas that can guide the professional response to such issues.

To develop awareness, knowledge, and skills in student affairs professionals relative to their role in minority affairs, my recommendations are:

- The student affairs cadre needs more minority professionals as role models from students and peer educators. A directory of graduate programs and financial aid sources should be developed for sharing with potential professionals.

- A directory of minority student affairs personnel with their areas of special expertise should be developed to provide potential consultants on these matters. Francine Madrey and several NASPA peers have the foundation information for such an effort.

- A minority concerns hotline could be an added feature to NASPA publications as a means of highlighting issues related to the role of student affairs in minority affairs. This hotline could be formatted in a question-and-answer mode with an "expert" identified to handle responses either by directly answering the question or by shifting through answers that are submitted by others and presenting the most helpful.

To suggest ways to prepare professionals to deal with minority students and professionals, my recommendations are:

- Internships at predominantly minority institutions might be a helpful way to prepare professionals to deal with minority students and professionals by placing them in a minority cultural setting.

- Local conferences, seminars, and workshops should be encouraged to maintain dialogue on the concerns of minorities at our higher education institutions, including sessions that focus on cross-unit discussions on individual campuses.

- Inverse mentorships should be developed where professionals are mentored to minority students who take on a paid role as advisors. This would instill in the minority students the belief that they are part of the solution rather than part of the problem. The role would be that of student ombudsman.

# Appendix

## Conference Registrants

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